

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1927, No. 36

PREPARATION OF TEACHERS

By

WM. McKINLEY ROBINSON
ASSOCIATE SPECIALIST IN RURAL EDUCATION
UNITED STATES BUREAU OF EDUCATION

[Advance sheets from the Biennial Survey of Education, 1924-1926]



UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON
1928

ADDITIONAL COPIES
OF THIS PUBLICATION MAY BE PROCURED FROM
THE SUPERINTENDENT OF DOCUMENTS
U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON, D. C.
AT
10 CENTS PER COPY

PREPARATION OF TEACHERS

By WM. MCKINLEY ROBINSON

Associate Specialist in Rural Education, U. S. Bureau of Education

CONTENTS.—Introduction—Educational qualifications—Supply and demand—Salaries of teachers—Buildings constructed—Entrance requirements—Certification of teachers—Curricula—Observation and practice teaching—Follow-up and school service activities.

INTRODUCTION

This chapter is concerned with the status of and progress in the professional preparation of teachers. It is based on reports from State departments of public instruction and from those in charge of the institutions responsible for preparing teachers.

The evidences of progress as reported for this period are strikingly similar to those related in the reports of the Commissioner of Education more than a decade ago. Many paragraphs written in those reports on "Increased professional requirements for teachers' services," "Affiliation with rural and city public schools," "Differentiated courses for primary and upper grade teachers," "Advancing entrance requirements," "Extension courses for teachers in service," and "Generous appropriation for buildings," might be incorporated in this chapter as expressing recent tendencies in the professional preparation of teachers.

Such a list of persisting older movements, however, does not include some newer movements instituted in the field of teacher preparation that augur well for the future. Research in the fields of school organization, curricula, and management, the application of the technique of job analysis in the preparation of teachers, and renewed emphasis on character building as one of the aims of education have stimulated some of the newer movements. In years past little was said to encourage school surveys and curricula revisions, State teacher-training conferences, mental and achievement test standards

for admission, extracurricular activities, placement, and follow-up services. To-day these and other meaningful phrases are often mentioned in teacher-training discussions.

More than 825,000 teachers and 50,000 administrative officers, supervisors, and principals are at work in the elementary and secondary schools of the United States. Approximately 325,000 of the 617,078 elementary public-school teachers are employed in rural schools, and about half of the rural teachers are in schools of the one-teacher type. Data show a decided decrease during the past five decades in the percentage of *men* serving as elementary and secondary teachers. Since 1920, however, the percentage of men teachers has increased from 14.1 to 16.9. Statistics of the number of teachers employed in the public schools and the number of students preparing to become teachers for the three preceding bienniums are given in Table 1.

The number of teachers employed in the public elementary schools has increased during the four-year period 1920-1924 from 586,268 to 617,078, or an average increase of 7,702 teachers for each year; in the public high schools from 101,958 to 144,230, or an average increase of 10,568 teachers for each year. During the same period of time the ratio of the number of pupils to the number of teachers increased in the elementary school from 33 to 33.9, and in the high school from 21.6 to 23.5, which facts show a slight tendency to increase the number of pupils in classes for teachers.

TABLE 1.—Number of teachers in public schools and number of students in educational curricula

Year	Number of teachers employed in public schools ¹		Number of public school pupils per teacher ¹		Number of students enrolled in educational or normal courses in—			Number of graduates from educational or normal courses in—		
	Elementary	Secondary	Elementary	Secondary	Universities and colleges under—		All teachers' colleges and normal schools ²	Universities and colleges under—		All teachers' colleges and normal schools ²
					Public control ³	Private control ³		Public control ³	Private control ³	
1923-24.....	617,078	144,230	33.0	23.5	14,029	24,803	245,649	2,523	1,260	40,484
1921-22.....	603,652	129,537	33.7	22.2	14,024	17,606	194,534	1,399	962	26,747
1919-20.....	586,268	101,958	33.0	21.6	11,482	12,571	135,435	485	1,140	21,012

¹ From Statistical Survey of Education, U. S. Bureau of Education.

² From Statistics of Universities, Colleges, and Professional Schools, U. S. Bureau of Education.

³ From Statistics of Teachers' Colleges and Normal Schools, U. S. Bureau of Education.

The number of students enrolled in educational curricula in all teachers' colleges and normal schools increased in the four-year

period 1920-24, 81 per cent; the number of students in schools and colleges of education in public and private universities and colleges increased 85 per cent. The number of graduates is much larger in comparison with the number of students enrolled in the teachers' colleges and normal schools than in the universities and colleges. This is explained as follows: (1) Students completing curricula of less than four years' duration are included in the former case, and (2) many universities and colleges grant students majoring in education the A. B. or B. S. degree without any stated differentiation. These degrees are not included in the above tabulations. It will be noted, however, that the universities and colleges under public control are perhaps adopting the practice of granting degrees in education more rapidly than those under private control. It is estimated that the number of students graduating among those majoring in education in universities and colleges is approximately 12 per cent—the average percentage that the number of all college graduates is of the total number of college students for the years given—the number enrolled in educational courses each year. On this basis it may be estimated that 3,000, 4,000, and 5,500 students in education graduated from the universities and colleges in 1920, 1922, and 1924, respectively. This increase of 50 per cent in the number of graduates in education from the universities and colleges was greatly exceeded by an increase of 93 per cent reported by the normal schools and teachers' colleges during the same period.

EDUCATIONAL QUALIFICATIONS

Within recent years the educational qualifications of teachers have advanced at a remarkable pace. Laymen are joining with educators in appreciating the need for an increase in the prospective teachers' scholastic preparation and for an understanding of the scientific principles underlying classroom management and the art of teaching. Objective measures of such scholastic preparation are the amount of high-school work and normal-school preparation teachers have had.

The following table has been compiled from reports and surveys of several States. Since the methods of collecting and sources of data are not comparable in all cases for the States, comparisons should be made of data for teachers employed within a State during the different periods of time or in the different types of schools rather than among the States.

TABLE 2.—Educational preparation, length of teaching experience, and tenure of teachers.

State	Year	Type of school	Per cent of teachers having completed—		Length of teaching experience (years)	Tenure of service (years)
			High school or equivalent	Two years or more of normal school		
Alabama ¹	1925	Elementary and high (white).....	79.0	31.0		
Connecticut ²	1925	Elementary.....		60.0	3.3	
	1924			53.0		
Georgia ³	1920			35.0	3.4	
	1924		71.0	28.5		
Indiana ⁴	1923	Town (One-teacher ship).....	90.2	4.0	3.0	
		Other.....	93.6	9.5	4.0	
		Town.....	91.3	18.8	8.0	
		City.....	90.1	52.4	9.0	
Kentucky ⁵	1923	County.....	49.6	7.7	4.2	
		Graded school district.....	77.1	18.7	6.1	
		City.....	92.5	35.5	7.5	
Michigan ⁶	1924	Rural elementary and high school.....	85.0	11.0	3.3	0.8
Mississippi ⁷	1925	City elementary and high school.....	99.75	91.0	5.2	
	1921	Elementary.....	68.0	12.0	2.0	
Missouri ⁸	1923	Elementary.....	41.0	9.0	2.0	
	1920			39.6	4.3	
				36.6	4.1	
New York ⁹	1924	One-teacher.....	73.0	11.0	4.0	1.0
		Village elementary.....	82.0	56.0	7.0	3.0
		Village high.....	98.0	79.0	4.0	+1.0
	1921	One-teacher.....	64.0	9.0	5.0	1.0
South Carolina ¹⁰	1925	Rural elementary.....			4.8	
		Town and city elementary.....			7.2	
		High school.....			3.85	
Utah ¹¹	1926	One-teacher.....		45.0		
		Elementary.....		72.3	3.3	1.4
		One-teacher.....		6.8	2.8	1.0
Wisconsin ¹²	1921	2-4 teachers (Rural).....		31.0	4.5	1.0
		Village.....		52.0	4.1	1.0
		City elementary.....		75.3	8.1	4.0

¹ Preparation of white teachers in the public schools of Alabama: Ala. Sch. Jour., Jan., 1926, vol. 43, No. 5.

² A study of the teaching personnel in 95 Connecticut towns served by State supervising agents, 1925: State Board of Education, Division of Research and Surveys, Hartford, Conn.

³ Georgia State school items, Department of Public Instruction, Atlanta, Ga., June 1, 1924, vol. 1, No. 6.

⁴ Public education in Indiana: General Education Board, 61 Broadway, New York, N. Y.

⁵ Donovan, H. L.: A State's elementary teacher-training problem. George Peabody College for Teachers, Nashville, Tenn., 1925.

⁶ Teachers' salaries in Michigan: Michigan State Teachers Association, Bul. No. 5, prepared by the committee on salaries, Lansing, Mich., Feb., 1925.

⁷ Teacher preparation, by H. M. Ivy: Miss. Educ. Advance, vol. 17, No. 4, Jan., 1926.

⁸ Facts concerning public education in Missouri: Rep. of Mo. Sch. Survey, supplement to the 75 reports of the public schools of the State of Missouri, school year ending June 30, 1924, State Department of Public Instruction, Jefferson City, Mo.

⁹ The teaching personnel in rural and village schools, 1923-24, by George M. Wiley, University of the State of New York Press, 1925, Albany, N. Y.

¹⁰ Parkinson, B. L.: The professional preparation and certification of white elementary and secondary public school teachers in South Carolina. Extension division, University of South Carolina, 1924.

¹¹ Survey of education in Utah: U. S. Department of the Interior, Bureau of Education, Bul. 1926, No. 18.

¹² The status of teachers in Wisconsin, by C. J. Anderson, Department of Public Instruction, Madison, Wis.

In the four years ending with 1924 the percentage of one-room rural-school teachers in New York State who had completed their academic training in high school increased from 64 per cent to 73 per cent; the percentage who were normal-school graduates increased from 9 per cent to 11 per cent. The percentage of elementary-school teachers having completed their high-school preparation, as reported in 1921 and 1925 by students in the summer normal of

Mississippi, increased from 41 per cent to 68 per cent; the percentage having completed two years or more of college increased from 9 per cent to 12 per cent. During a similar period ending in 1923 the percentage of teachers in Missouri with two years or more of normal-school training increased from 36.6 per cent to 39.6 per cent. The percentage of all the elementary teachers served by State supervising agents in Connecticut that have completed two years or more of normal-school training has increased from 35 per cent in 1920 to 53 per cent in 1924 and to 60 per cent in 1925. In the State of Wisconsin in 1921, 6.8 per cent of the rural teachers, 31 per cent of the State graded teachers, 52 per cent of the village teachers, and 76.3 per cent of the teachers in the elementary city grades had completed the commonly accepted standard of two years of professional preparation beyond high school. In 1926, according to reports from the State department of public instruction, each of the above groups had appreciably improved its qualifications.

That the need for a greater number of professionally prepared teachers is not over, however, is apparent from a study of such facts as follow.

Of the rural and city white teachers of Alabama in 1925, 79 per cent were high-school graduates and 31 per cent were normal-school or college graduates. From 1919 to 1925 the percentage of teachers employed in rural and village schools who were graduates of teacher-training schools increased from 8 per cent to 24 per cent.¹ Fifteen per cent of the rural teachers and one-fourth of 1 per cent of the city teachers in Michigan in 1924 had not received academic training equivalent to high-school graduation; 89 per cent and 9 per cent in the rural and city schools, respectively, had less than the two years of professional preparation considered essential for elementary-school teachers. The educational preparation of the elementary-school teachers in Utah, omitting the five city districts in 1926, is thus summarized: Fewer than one-half of the teachers in one-teacher schools and slightly more than one-half of those in three-teacher schools have had the two years of professional training which is considered the standard amount of preparation for elementary-school teachers. Twenty-eight per cent of all the teachers reported fail to reach this goal. Seven and six-tenths per cent were reported as having no professional training, 1.5 per cent had less than one year, and 18.6 per cent had between one and two years. As is usually the case, the rural teachers in one-teacher schools

¹ Annual report for scholastic year ending Sept. 30, 1923, Department of Education, Montgomery, Ala.

are the most poorly trained group of teachers in the State.² Quoting from still another report:

Tabulations have been made with reference to the educational qualifications of the white teachers of 93 counties as shown by the recent state-wide school survey. They are as follows:

- 3½ per cent have completed the seventh grade;
- 6½ per cent have completed the eighth grade;
- 8½ per cent have completed the ninth grade;
- 11½ per cent have completed the tenth grade;
- 27 per cent have completed the eleventh grade;
- 5½ per cent attended normal schools one year;
- 13½ per cent are normal graduates;
- 3½ per cent are junior college graduates;
- 11½ per cent are college degree graduates;
- 9½ per cent are undergraduates (having attended college from 1 to 3 years).³

Encouragement is gained from reports such as one from Ohio which shows that 62 per cent of the 5,593 newly appointed teachers during 1923-24 had two years or more of training; or, more specifically, 85 per cent, 84 per cent, and 63 per cent of those newly appointed teachers in the cities, exempted villages, and counties, respectively, met the two-year standard.⁴ The per cent of beginning teachers meeting the two-year standard in all elementary schools in Connecticut served by the State supervising agents, which include no towns having over 25 teachers, increased from 23 per cent in 1920 to 81 per cent in 1924 and to 87 per cent in 1925.

Data such as have been given show the need for States to provide opportunities for further professional training of the thousands of teachers now in service who fall below the accepted standard of educational preparation. The large turnover among teachers also makes additional demands upon the teacher-preparing institutions to provide a sufficient number of adequately prepared new recruits each year to fill resulting vacancies.

The average number of years of service to be expected from teachers varies from State to State. Rural-school teachers and high-school teachers average less experience than elementary-school teachers in cities, and a comparison of the data for different years in the States of Connecticut, Mississippi, Missouri, and New York shows little change during these years in the average number of years of experience for each teacher. The teacher's brief tenure in the same position further limits the effectiveness of his work. It is estimated that 16 per cent of the elementary and high-school teachers

² Survey of Education in Utah: Bureau of Education Bull., 1926, No. 18.

³ Georgia State School Items, Department of Public Instruction, Atlanta, Ga., June 1, 1924, vol. 1, No. 15.

⁴ Supply and demand in teacher-training, by B. R. Buckingham, Bureau of Educational Research Monograph No. 4, Mar. 15, 1926, Ohio State University, Columbus, Ohio.

leave the profession each year. To replace this loss requires approximately 120,000 teachers, or three times as many as the number of students graduated in 1924 from the normal training courses of all the teachers' colleges and normal schools in the United States.

In addition to the teachers needed for annual replacements the rapid growth in elementary and high school enrollments within recent years has made heavy demands for additional teachers. To meet this need alone, using the average increase in number of elementary and high school teachers for the past four-year period, requires 22,335 new teachers, or more than one-half as many as were graduated from all the teachers' colleges and normal schools in 1924.

A study in Montana⁶ shows that, in 1924-25, 72.1 per cent of the teachers in rural one and two teacher schools and 41 per cent of those in graded and high schools were new to their schools.

Six years ago St. Louis County (Minn.) had only 2 two-year graduates in rural schools; the county now has 9 three-year and 103 two-year graduates, besides 11 degree graduates. It therefore requires no prophet to predict that within the next 10 years most of the leadership in elementary education will have shifted to the persons whose professional preparation represents the equivalent of the standard or four-year college curriculum.

Keystone State Normal School, Kutztown, Pa., reports that some districts are endeavoring to establish the rule of having the teachers 100 per cent normal-school graduates. One entire county in the normal-school district has almost reached this goal. \angle

SUPPLY AND DEMAND

Operation of the law of supply and demand should not be overlooked in any discussion concerning the professional preparation of teachers. If more teachers prepare for a given type of work than there are positions available, salaries may become lower, the number of hours of teaching may increase, and working conditions in general are likely to be less favorable. Furthermore, if the supply exceeds the demand, some who will be unable to enter the type of work for which they prepared will of necessity be compelled either to take other types of teaching positions for which they are not well qualified or to go out of teaching entirely. Within recent years studies have been made in several States to ascertain which types of teaching positions are called for most or which subject combinations are most in demand and which are called for least.

Probable vacancies in teaching positions are important considerations in such studies. Consequently, Alabama in 1925-26 studied the positions filled by 1,634 beginning teachers in the State and

⁶ Davis, S. E., Teachers' importation and tenure: Montana Education, November 1925.

learned that 25 per cent taught in one-teacher schools, 35 per cent in primary grades of the larger schools, 19 per cent in intermediate grades, 16 per cent in junior and senior high schools, and 5 per cent were unassigned. A similar study of 3,124 teachers newly appointed to the schools of Ohio in 1923-24^{*} shows that 38 per cent were employed in one-teacher rural schools, 35 per cent in the primary grades, 24 per cent in the intermediate grades, and 3 per cent in the grammar grades.

Concerning high-school positions such studies usually consider which subject-matter combinations are most in demand and which are called for least. According to the study in Ohio previously referred to it was found that the five teaching combinations most frequently demanded of high-school teachers in that State are English-history, English-Latin, mathematics-history, history-English, and Latin-English. The first subject in each case is the one to which the teacher gives the most time. Such study combinations (majors and minors) as English-sociology, English-German, chemistry-English, and biology-English, which were taken by many of the teachers when in college, were seldom called for as teaching combinations. Two hundred and forty-eight teachers reported either a major or a minor in chemistry, whereas the demand in this field was for 95 teachers only. Other similar discrepancies between the supply and demand might be cited. Such studies are valuable, not only for prospective teachers in selecting the type of teaching service they choose to enter, but also for the guidance in curricula adjustment in teacher-preparing institutions.

Increased professional requirements for certification have not caused a scarcity of qualified teachers. The supply of professionally trained teachers for practically every type of teaching position in the several States reporting is, according to the State departments, adequate or more than adequate to meet the demand. Judging from comments such as "noticeable oversupply of teachers licensed to teach," "superintendents and boards do not always demand professionally trained teachers," the demand for well-trained teachers is not so great as it should be. One State superintendent reports, "in the rural sections difficulty still is encountered in convincing school boards of the desirability of employing better-prepared teachers." Another State superintendent writes that his State "has enough recruits to satisfy the demand and a surplus of normal-school graduates simply because the rural directors will not pay a salary high enough to secure a normal-school graduate." In the few cases

^{*} Supply and demand, by B. R. Buckingham, director, Bureau of Educational Research, Ohio State University.

[†] *Ibid.*

reported in which the demand exceeded the supply, it was in the special subjects, such as music, art, agriculture, and industrial arts.

The policy of the State of Wyoming announced in 1922 of training its own teachers instead of depending almost entirely on other States for its teacher supply has met with success. The enrollment in the institutions of the State chiefly responsible for the preparation of teachers has increased over 300 per cent from 1920 to 1926.

SALARIES OF TEACHERS

The statement is often made that the salaries paid teachers chiefly determine the quality of young people attracted to the profession, the quality of professional preparation they receive, and the length of time they remain in the service. In States without well-planned salary schedules, conditions similar to those reported in a recent survey* are often disclosed:

Little relationship is found to exist between the salaries paid and the teachers' professional preparation. Teachers with a minimum of professional training are paid nearly as much as those with much training. Increases in salaries have come about mostly because of length of service. The amount of professional preparation has had apparently little influence on the attainment of a maximum salary.

To remedy this condition it is recommended that a State salary schedule be prepared that is adaptable to the varying needs of different sections of the State.

Such a schedule, scientifically prepared, should make provision for increases in salaries on the bases of such factors as professional improvement, experience, and teaching efficiency. Furthermore, it should make adequate allowance for compensating "peripheral" teachers—those teaching in more or less isolated localities, who are denied the social and cultural advantages accruing to teachers in more densely settled communities. A bonus, such as is given one-teacher school teachers in Maryland, in addition to the regular salary for elementary teachers as listed in the schedule, should serve to equalize the situation and attract as well-qualified teachers to these positions as may be found in the other elementary schools in the State.

Among the States that have enacted minimum salary schedules are North Dakota and New York. The North Dakota law, enacted in 1921, provides a minimum amount of training and a minimum salary for teachers:

After August 31, 1923, any entering teacher shall, as a minimum requirement, hold a diploma from an approved four year high school, or the equivalent, and meet all certificating requirements as to professional study.

Minimum salaries.—Teacher employed prior to August 31, 1922, who has less training than a four-year high-school course shall receive at least \$720 a year; holder of diploma from four-year high school, \$810; holder of such diploma plus one year of approved normal training, \$1,000; holder of such

* Bureau of Education Bulletin, 1926, No. 16, Survey of Education in Utah.

diploma plus two years of approved normal training, or holder of second-grade professional certificate for life, \$1,100; holder of such diploma plus three years of approved normal training, or holder of first-grade professional certificate for life, \$1,200; holder of such diploma plus a degree from an approved standard college, \$1,300. No less than \$50 per year shall be added for each year of service in the profession for a period not to exceed five years. In case of emergency, county superintendent may authorize the employment of persons not having qualifications herein set forth. "School year" in this act shall mean nine months. School boards shall annually, not later than February 10, make schedules of minimum salaries in accordance with this act. School officers violating this act shall be subject to fine, and school districts shall be subject to civil action.

The New York State law, effective August 1, 1923, which provides for the establishment of uniform schedules of salary not only for teachers in large cities but also for all members of the supervising and teaching staff in union free-school districts⁹ having a high school or an academic department, stipulates the following minimum salaries for union free-school districts:

Elementary schools.—Teachers of kindergarten and first to eighth year classes: First year, \$800; annual increment not less than \$75; number of annual increments, not less than eight.

High schools.—Teachers: First year, \$900; annual increment not less than \$75; number of annual increments, not less than eight.

Expenditure for salaries of teachers amounts approximately to 75 per cent of the total current expenditure for elementary and secondary schools. Since 1920, however, the percentage of increase in salaries has been less than the percentage of increase in total current expenditures. Salary tendencies are shown in Table 3.

A slight tendency to increase salaries is evident for all types of teaching service. The lowest amount of increase (\$19) is found among teachers who are already receiving the lowest salaries—viz, one-teacher rural-school teachers. Their per cent of increase (2.6), however, compares quite favorably with those of the other groups.

The influence of graduate training on salaries is indicated in a recent study made in the University of Missouri. Salary data were collected in 1924-25 from 2,350 men and women who had graduated from the school of education during the past 20 years.

For the men who have graduated during the entire period, those who have no graduate training received during the school year 1924-25 a median salary of \$2,312, those with one-year graduate training \$3,072, those with two years of graduate training \$3,875, and those with three years of graduate training \$4,187. The median salary for women without graduate training is \$1,475, for women with one year of graduate training the median is \$2,164, for two years \$2,500, and for two and one-half years \$3,625.

⁹ Districts organized (made feasible and desirable due to the growth and development of villages in wealth and population) chiefly for the purpose of establishing a high-school or an academic department.

TABLE 3.—Salaries of teachers

Classification of teachers	In elementary schools				In high schools			
	1922-23	1924-25	Increase		1922-23	1924-25	Increase	
			Amount	Per cent			Amount	Per cent
Rural schools (average salaries): ¹								
One-teacher.....	\$729	\$748	\$19	2.6				
Two-teacher.....	737	759	22	3.0				
Three-teacher.....	843	865	22	2.6				
Consolidated.....	964	1,055	91	9.4				
Country village.....	1,141	1,186	45	3.9				
City schools (median salaries): ²								
2,500 to 5,000 inhabitants.....	1,105	1,129	24	2.2	\$1,409	\$1,491	\$22	1.6
5,000 to 10,000 inhabitants.....	1,200	1,231	31	2.6	1,567	1,617	50	3.2
10,000 to 30,000 inhabitants.....	1,277	1,254	77	6.0	1,670	1,738	68	4.1
30,000 to 100,000 inhabitants.....	1,466	1,528	62	4.2	1,921	2,000	79	4.1
More than 100,000 inhabitants.....	1,876	1,943	67	3.6	2,487	2,531	44	1.8

¹ U. S. Bureau of Education: Data for 1922-23 from Rural School Leaflet No. 24; unpublished data for 1924-25.

² Research Bulletins, N. E. A.: Vol. III, Nos. 1 and 2, Jan. and Mar., 1925; Vol. IV, No. 4, Sept., 1926.

Although dissatisfaction is occasionally expressed, as in the report from the University of Tennessee, which states that the minimum salary schedule in that State is not large enough to make a great appeal to the stronger type of students, State superintendents and presidents of teacher-preparing institutions seem for the most part agreed that teachers' salaries, except for rural schools, are now adequate to attract and are attracting promising young men and women into the profession of teaching. The resulting larger number of students applying for admission to the normal schools and teachers' colleges makes possible in many institutions a better selection, with emphasis on general scholarship among candidates admitted. One North Dakota normal-school president, however, who does not stand alone in his opinion, thinks that—

Beginning salaries are altogether too high for young, inexperienced, unprepared teachers, and ultimate salaries are altogether too low to induce people of ability to make adequate preparation, and to remain in teaching until they become really proficient.

A normal-school president in Pennsylvania thinks that—

One of our outstanding problems is that of bringing the school directors (especially rural) to the point of believing in the value of professional education of teachers.

BUILDINGS CONSTRUCTED

Teacher-preparing institutions have increased considerably the amount of money expended each succeeding year to enlarge their facilities to meet more adequately the demands made upon them. The total amount expended by teachers' colleges and normal schools for additional land and buildings in 1924 was \$8,814,613; in 1922, it was \$5,962,800; in 1920, \$3,818,220. Such expenditures in 1922 were

56 per cent greater than in 1920, 48 per cent greater in 1924 than in 1922, and 131 per cent greater in 1924 than in 1920. The percentage of increase in expenditures for additional land and buildings during these years is greater than the percentage of increase in the number of students enrolled in the normal-school courses. The enrollment in 1922 was 44 per cent greater than in 1920, 26 per cent greater in 1924 than in 1922, and 81 per cent greater in 1924 than in 1920. The following serve as typical examples of the many buildings constructed at teacher-preparing institutions throughout the country:

Expenditures providing for the construction of training-school buildings are reported more frequently than those for other types of additions to the institutions. The Florida State College, through a legislative appropriation of \$68,900, is enlarging its training-school building. Ohio University, at a cost of over \$200,000, and Western Tennessee State Normal School, each, recently completed training-school buildings. An administration and training-school building has recently been dedicated at the East Texas State Teachers College. The State Teachers College at Duluth, Minn., is constructing a training-school building, a new, central heating plant, and has enlarged its auditorium, gymnasium, and library buildings. The New York State College for Teachers, with an appropriation of \$1,000,000, is constructing a practice high school, a home-economics building, and an auditorium-gymnasium building. In addition to the new Henry Barnard Demonstration School, the Rhode Island College of Education has included a special critic-clinic room so arranged that a demonstration class may be observed from a platform galler in its new \$660,000 building, which also provides additional classrooms, an assembly hall, and a gymnasium. Plans also include the erection of a common heating plant in a third building. Ohio State University has recently completed one unit of its college of education building.

During the last four years the Ball Teachers College, Muncie, Ind., has completed a science building, a gymnasium, a library-auditorium building, and a central heating plant at a total cost of nearly \$1,000,000. During the last two years five new classroom and auditorium buildings have been erected at the State teachers colleges in Oklahoma. The State Teachers College at Pittsburg, Kans., is completing a new library building. A \$50,000 gymnasium and a \$150,000 addition to its main building are reported by the Western State College of Colorado.

Strong belief in a dormitory system by which the social life of the woman student especially can be more effectively directed and her social standards shaped is evident in the provisions for dormitories reported along the new buildings under construction. The New

York State College for Teachers has purchased a site large enough for the residence campus for a group of residence halls and for such recreational activities as tennis and field hockey, and it plans to begin building operations next year. Believing that students should live under school-controlled conditions, the State normal school at Danbury, Conn., is building a residence hall for which the school officers have been working since 1907. The Ball Teachers College is erecting a dormitory that will accommodate more than 100 girls. Dormitories are under construction at the various State institutions in Virginia as a result of the authorization by the general assembly of the expenditure of \$1,000,000, a large part of which goes to the four State teachers colleges for this purpose. The housing facilities of the State normal schools of Pennsylvania have been materially increased in keeping with the recommendation of the survey committee that facilities for housing and instructing 15,000 students should be completed by 1927. Other provisions made in the Pennsylvania State normal schools for the comfort and safety of students include modifications of exits, the erection of fire escapes, and new construction necessary to eliminate fire hazards.

ENTRANCE REQUIREMENTS

An increase in interest shown in recent years in teaching as a profession has resulted in an extraordinary number of candidates for admission to teacher-preparing institutions. This larger number of candidates, with definite limitations in some instances of the physical capacity of the institutions, and the general desire to graduate a superior product, have been instrumental in the raising of the entrance requirements. The higher requirements for admission, in the opinion of many of the presidents, have made the teaching field a more desirable one to enter, and this has served not only to increase steadily the enrollments but also to attract a larger percentage of candidates capable of doing superior work in their institutions.

A minimum age of 16 years for candidates at the time of admission has been established by many of the normal schools. Graduation from a four-year high-school course is required for admission by practically all of the institutions. The poor selection of high-school courses made by prospective normal-school students has led several institutions to suggest the need for a specially designed high-school curriculum for students who plan to enter teacher-preparing institutions, just as curricula are now usually offered for high-school students preparing to enter vocational, scientific, or business schools. New York State prescribes for entrance to normal schools the completion of certain high-school units, and beginning September 1, 1928, will include in the 15 units of required high-school

work two years of a foreign language, in addition to the present minimum requirements of English, four years; science, two years; mathematics, 2 years; and theory, one year.

Higher entrance standards are set in some States. After September 1, 1926, candidates for admission to the normal schools in Pennsylvania must not only be graduates of four-year high schools, but the high schools must be on the approved list of the department of public instruction. Beginning in the fall of 1928 the Michigan State normal schools will require that candidates for admission come from high schools that have been accredited by the University of Michigan.

Mount Union College (Ohio) admits only graduates of first-grade high schools who rank in the upper and middle thirds of their classes. Higher scholarship ratings on the part of high-school graduates have been required by the New York State College for Teachers during the last four years. The Connecticut State normal schools, since September, 1925, have required that candidates have an average standing of not less than 80 on a passing mark of 70 (equivalent to 73.3 on a passing mark of 60, or 76.7 on a passing mark of 65, or 83.3 on a passing mark of 75) in the three required units of the senior year in high school. In addition to superior scholarship standings, each candidate must pass a physical examination, which is given at the normal school he proposes to enter, and he must be free from physical defects which will unfit him for the work of a teacher.

The experience in many normal schools where the freshman registration is limited is expressed by the president of the New York State College for Teachers, who writes that—

It is apparent that a selective process based on scholarship alone is not satisfactory. For future teachers especially there are other elements of mind and character that should prevail.

A study of the freshman failures during the college year 1925-26 reveals two important facts:

(a) The percentage of failures for a class admitted on a 75 per cent scholarship basis is about the same as that for a class admitted on a regents' pass mark of 65 per cent.

(b) The highest frequency among all causes of failure is found to be "lack of purpose," as evidenced by neglect of ~~work~~, overemphasis on student extracurricular activities, divided interests in other respects.

The quality of purposefulness, and especially professional purpose, is not increased at equal pace when the scholarship average is raised from 65 to 75, and it is a proper inference that it will not be increased by raising the requirement to 80 per cent.

The principal argument in favor of a scholarship basis for admission is its familiarity and intelligibility to the public. A State college can not administer an admission scheme that is arbitrary, depending on the judgment of a single official or a group of officials. The tests used must be objective, intelligible,

reliable. For the State College for Teachers it is desirable to set up an admission scheme that will reject those who lack the definite purpose to become high-school teachers; those who lack the resourcefulness, judgment, and generally dynamic personality of the teacher; those who lack the health and physical vigor without which no teacher can succeed, or, to state it affirmatively, the admission scheme should admit only those who possess the requisite intelligence, the personal traits, and the character which constitute the teaching personality. Such a selective scheme will demand patient study and experimentation * * *. It is quite evident that the tests so far developed are inadequate for our use * * *. The State college for teachers is therefore eager to develop a test by which those professional traits may be discovered which are fundamental to teaching success. It is a difficult problem, but we are addressing ourselves to it with some hope.

The Rhode Island College of Education believes that teaching is of sufficient importance to call for the best energies of most carefully selected students and that scholarship alone is not sufficient evidence of the fitness of a candidate for the responsible position of teacher. The practice followed by it is similar to that used in a few institutions. Since before the war the college has used a type of selective admission which has resulted in a well-selected group of students representing almost every section of the State. A preliminary selection, based on scholarship, personality, and a probable fitness for teaching (all certified to by the principal of the high school) is made by the superintendent of schools of the town or city in which the applicant lives. A definite quota for every year is assigned each superintendent according to the number of his public schools and his need for teachers. A sample of the personal fitness index follows:

RHODE ISLAND COLLEGE OF EDUCATION

Personal fitness index of _____

The principal and the faculty advisers are asked to indicate on this sheet the reasons for the selection of the candidate named by underlining those words in the list which seem to express in the best way the desirable qualities of the candidate. Where a quality is unusually well developed, the word may be doubly underlined. Where it is apparently lacking, or not well developed, the word may be crossed from the list. Scholarship alone can not justify the selection of a candidate for the responsible position of teacher. The high-school principals and advisers should become an important means for safeguarding the schools of the future through a careful study of the qualities of the applicants for admission to the college of education.

Intellectual Qualities.—Has good natural endowment. Accurate, alert, with keen perceptions and retentive memory. Has good power of generalization and analysis. Is logical. Naturally desirous of learning. Sincere and open-minded. Inventive and constructive. Rational, judicious, thorough. Capable of forming independent judgments.

Habits of Work.—Artistic and neat. Industrious, quick, responsible, purposeful, persistent. Economical of time and of materials. Adaptable, attentive, cooperative, decisive, executive, teachable. Regular and punctual in attendance.

Personal and Social Characteristics.—Conscientious, self-controlled, self-respecting, thoughtful, prudent, refined. Influential, independent, magnanimous. Faithful, helpful, loyal, trustful, congenial, courteous, harmonious, patient, respectful, tactful. Honest, honorable, truthful, genuine. Regardful of law and of social obligations. Pure-minded.

Emotional Characteristics.—Ambitious, buoyant, courageous, determined, earnest, hopeful, idealistic, reverent. Appreciative of the beautiful. Devoted to the right. Friendly, generous, kindly, forgiving, humble, sympathetic, well-poised. Insists upon truth. Tolerant, sportsmanlike, public-spirited. Has a good sense of humor. Has control of temper, tongue, and impulses. Enjoys work.

Physical Characteristics.—Strong and vigorous, with a well-developed body. Has good muscular control. Graceful in figure and in carriage. Has good eyesight, sound teeth, no physical handicaps. Voice clear and musical. Not a monotone.

Evidences of Cultural Training.—Habitually clear and correct in the use of English, both spoken and written. Has thoughts to express. Makes good recitations in class. Can write a clear, concise, correct, business letter. Writes legibly and well. Habitually correct in spelling, punctuation, and sentence construction. Has formed vigorous, well-balanced reading habits.

Special Abilities.—Can sing. Has a sense of pitch and of rhythm. Can read simple music at sight. Plays what instruments? -----

Has studied drawing in the high school. Has some knowledge of the principles of design, of representative drawing, of simple perspective, and of the theories of color and of color harmonies.

Signed by ----- Principal.

Date ----- 192 ----- High School.

At a suitable time following the preliminary selection, candidates go to the college to take entrance examinations which—

include a general test of scholarship, intelligence, ability, and breadth of information, a silent reading test, and a physical examination by the college physician.

The general test is constructed for each examination in such a way as to determine as carefully as possible the student's probable ability to succeed as a teacher. It includes a study of the student's power to use quickly and accurately the knowledge he has gained in the schools. It may include any field of study commonly pursued by students. All are expected to have some knowledge of simple arithmetic and of history and geography. A fairly high standard is required in English. Each is expected to have some familiarity with the essential principles of drawing and of music, including a knowledge of the major scales in most common use. Ordinary scientific facts, current events of greatest significance, or other indications of habits of study, of work, and of thought may find place in the tests. As the time allowed is limited, promptness in attendance is essential.

The reading test is used to indicate the student's accuracy and facility in dealing with new material.

The physical examination requires about 15 minutes for each student. Appointments for this examination are made separately. For applicants named in the superintendent's list as "candidates" the appointments may be made in advance of the date of the entrance tests, and for "candidates" coming from the greatest distances appointments may be made for the day of the entrance tests.

The testing program followed in Ohio to supplement the one on health and personal qualities required of candidates is worthy of mention. Legislative enactments make it necessary for all who plan to enter teacher-training institutions in that State to submit to a state-wide examination in English and a test in general ability and subject matter, the tests and standards to be reached in them are to be prescribed or provided by the State director of education. Standardized tests are prescribed, and the acceptable goal of achievement is much higher than the standard maximums or norms of the tests used. These requirements for entrance for prospective elementary-school teachers have been expanded to include prospective secondary-school teachers.

In addition to the tests, a new plan advocated by the department of education, and closely related to the granting of certificates, includes the giving of diagnostic tests—

to all students in elementary training institutions in the following subjects to determine their abilities and weaknesses, that they may be more properly directed in the pursuance of their courses: Arithmetic; geography; writing; history and civics; English, including reading, spelling, composition, and grammar. No students shall be enrolled in methods courses in any subjects until they have been thoroughly tested in the content of these subjects.

All the students who are found to be deficient in knowledge of content in any of the above subjects shall be enrolled in "hospital" classes, which will be make-up classes in noncredit courses. These pupils shall continue their work in these classes until they are found to possess the desired amount of knowledge or until it is determined that they will have little chance to succeed. In the latter case they should be dismissed from the training institution as early in the year as possible.

The Cleveland School of Education requires of each student seeking admission a personal interview of considerable length, in addition to a very complete series of general intelligence examinations, a thorough physical examination, and a high-school record. Norms have been established on the basis of the record of graduates of the past four years in each of these four entrance requirements. Only those students are admitted who stand well with respect to these norms.

After gaining admission to the normal schools and teachers colleges, methods are employed to keep the student's work up to par. For example, the Cleveland School of Education computes each student's "astridecile range" (highest 5 per cent rated 10, next

highest 10 per cent rated 9, lowest 5 per cent rated 0) in entrance examinations, high-school record, scholarship, personality rating, etc. Personal interviews are held each semester with students on the basis of any considerable variation from the standard of achievement which the student might be expected to attain. Withdrawal is advised whenever it becomes improbable that the student will make a distinct success in teaching.

To improve scholastic effort and achievement, some of the normal schools and teachers colleges have adopted a system of "grade points" or "weighted credits" in one of their various modified forms. (It should be added, however, that the Colorado State Teachers College has abandoned its system of "weighted credits" which had been in effect for some years.) Some of the provisions of the "grade-point" system as adopted at the Milwaukee State Normal School, where it operates to eliminate about 10 per cent of the lower quartile of the students each year, are as follows: A grade A is assigned 3 grade points for each credit hour in the course; B, 2; C, 1; D, 0; E, -1 grade point for each hour of work so recorded.

To graduate, a student must have a number of grade points equal to the number of semester hours of credit recorded at the time of graduation.

To do practice teaching, a student must have a number of grade points equal to the number of semester hours recorded at the time of beginning practice teaching, together with the recommendation of the head of the department in which the student is working.

Where a major and a minor are required, in the work of the major and also in the work of the minor the number of grade points must be greater than the number of credit hours of work recorded.

A student who fails to secure credit in subjects aggregating two-thirds of the number of semester hours of work carried in any semester and to attain an equal number of grade points shall become a candidate for dismissal and shall not continue in school except by special permission of the scholarship committee.

A student who fails to secure a number of grade points during any semester equal to the number of semester hours of work carried shall be notified by the registrar that he or she is placed upon probation for the following semester, and a copy of such notice shall be sent to the head of the department in which the student is doing work and to the respective dean.

Whenever, in the judgment of the registrar, it becomes evident that a student on probation is unable to secure the number of grade points required for graduation or for practice teaching, the student shall become a candidate for dismissal and shall not continue in school except by special permission of the scholarship committee. In the case of each student considered for dismissal, it shall be the duty of the respective dean and the head of the department in which the student is working to submit to the scholarship committee a written report upon the student, together with a recommendation as to the disposition of the case.

Additional grade points secured in doing the work required in the first half of the curriculum shall not be counted as making up for any deficiencies in the latter half of the curriculum. Students entering from other institutions will be given one grade point for each hour of credit allowed.

No student whose grade points show that he has an average below B shall be allowed to carry extra work. If the student has an average of B or better, the maximum amount of extra work allowed shall be three hours during regular semester and two hours during a summer session.

To insure that students when graduated shall not be subject to a criticism commonly made against them, that they do not have a working knowledge of the fundamental subjects in the elementary curriculum, many normal schools provide special classes, such as the "hospital" classes in Ohio, referred to in a preceding paragraph, and the "opportunity" classes in the Humboldt State Teachers College and Junior College, (California) for students deficient in these subjects. In the Pennsylvania State normal schools all students before receiving a final grade in English and arithmetic must equal eighth-grade standards of achievement in these subjects. Necessity for enrolling in the "opportunity" classes referred to is—

evidenced by illegible penmanship, misspelled words, poor sentence structure in written work in any of the college courses; by standard tests and measurements; by the judgment of the student at any time that he needs the work. The length of time in the class and the subject studied will vary with the individual needs of the student. Since the work is of a service nature to the student in elementary subjects, no college credit is given in it.

CERTIFICATION OF TEACHERS

The minimum requirement for certification is the chief factor in setting the standard of professional preparation to be found among teachers in any State. The States are almost unanimous with Wisconsin in reporting "higher standards for teacher certification all along the line." Wyoming presents data showing that the greatest improvement has been made in teachers employed in rural schools. A legislative act in Utah, effective September 1, 1926, strengthens the law which provides that no public money may be paid to a teacher in the schools of the State who does not possess a valid certificate issued by the State board of education.

The tendency is pronounced to discontinue all local certification agencies, county and city, and place the sole authority for setting standards and issuing certificates in the State departments of education. Such provisions are included in the new teacher-licensing law passed in Indiana in 1923, which the State superintendent of public instruction considers "the most significant happening in Indiana with respect to the professional preparation of teachers in the last four years." This law also provides that licenses shall be issued only on the basis of professional training completed. Beginning September 1, 1927, certificates based on examination will be discontinued in the State of Washington, and after 1926 they will be abolished in Virginia, which "joins the rank of those more progres-

sive States which certificate only on the basis of graduation from an accredited high school and professional training on the college level." Thus far 12 States have eliminated examinations as a method for certificating teachers, and several others have perfected plans to do so at an early date. To assist in creating sentiment in behalf of certificating on the basis of training rather than on examinations the Alabama State Department of Education circularized the school superintendents and presidents of teacher-training institutions with data showing that holders of professional certificates (issued on the basis of professional training) rank higher on salary schedules; also that holders of professional certificates secure the more desirable teaching positions. In 1924-25 the

graduates of normal schools and colleges held 72 per cent of the positions in schools with six or more teachers, 61 per cent of all positions in city schools, 46 per cent of all positions in long-term counties; nongraduates of teacher-training institutions held 96 per cent of the positions in one-teacher schools.

A dean of education in one of the western institutions comments that, although his State requires that the student have a major and a minor teaching subject, there is nothing which prohibits a teacher attempting instruction in a subject for which he has had no training. The new licensing law in Indiana obviates this position by providing that the training shall not only be specific but that the license shall be granted to teach only those subjects in which the applicant has had specific preparation. A tendency in a similar direction is reported in Georgia.

A number of States specify 18 years as the minimum age for applicants for certificates. Twenty-nine States require high-school graduation or more as a prerequisite for certificates. The North Dakota State Department of Education passed an order requiring high-school graduates desiring to teach in 1926-27 to attend a teacher-training institution for at least 6 weeks; in 1927-28, an attendance of 12 weeks will be required. One year (36 weeks) of professional training, based on graduation from high school, has been set as a minimum standard of preparation in several States here mentioned, although temporary or emergency certificates may still be issued in some cases: Indiana, effective December, 1923; Michigan, effective September, 1925; Montana, effective September, 1929; New Hampshire, effective July, 1923; New York, effective September, 1925; Oregon, effective January, 1925; Virginia (white teachers), effective 1927; Wisconsin, effective September, 1927. Four States have set a minimum standard of two years of normal school training for certificates to teach: Connecticut, effective 1927; Pennsylvania, effective February, 1927; Utah, effective 1926; Washington, effective 1927. In Indiana a similar ruling becomes effective November 1, 1927, for all beginning elementary-school teachers except one-room rural-

school teachers. California requires two and one-half years beyond high-school graduation and has set the standard at three years to be reached gradually but at no definitely stated date.¹¹

Pennsylvania questions its practice of translating normal-school certificates into normal-school diplomas (life licenses) at the end of two years of teaching experience as too short a period upon which to base a life license. Beginning in 1923, Washington adopted the policy of requiring of elementary teachers at least one-quarter of postgraduate study in education as a prerequisite for a life certificate.

The requirements for the certification of high-school teachers have also advanced. Thirty-one States specify a minimum age of 18 years for applicants. A like number provide for certification on the basis of training, ranging from the completion of one year of college work (all of which must be professional) to four years; 12 States require the latter amount. A majority of the States specify a minimum number of semester hours—15 is not unusual and a few States require more—in professional education courses. Minnesota is taking steps to reduce materially the kind and number of training courses that will be accepted in meeting the requirements of 15 semester hours of credits for the first-grade professional certificate, the standard high-school credential. In 1926, "671 applicants for high-school certificates, on degrees from 87 standard colleges, presented 152 different courses in preparing for practically the same kind of teaching."

CURRICULA

Within recent years several significant trends in teacher-preparing curricula have been apparent. Just a few years ago, when entrance requirements were rather low, normal-school curricula were three, four, five, and even six years in length, including courses on the secondary level. Later the entrance requirements were raised and curricula were shortened. More recently, however, higher entrance requirements have been maintained, and the curricula have been lengthened to three, four, and even five years beyond high-school graduation. During the past biennium the number of normal schools and teachers colleges granting degrees has increased 15 per cent. The New York State normal schools have made the general transition from two-year to three-year curricula. The three-year curricula in the Rhode Island College of Education have been discontinued; all students are now enrolled in the four-year curricula, with the provision that at least three years must be completed. Should the student retire at the close of the third year, he receives a certificate

¹¹ California still issues county certificates on examination; the percentage granted, however, is small.

of attendance, the diploma being granted only upon completing four years of work. In raising its standards Rhode Island states:

It is by no means the purpose of the college of education to attempt to prepare any large share of its students for positions in the higher grades or as supervisors. The dignity and the importance of the work with the little children is always to be emphasized.

Oxford College for Women (Ohio) reports that the two-year curricula are abandoned and that those of three years' duration will soon be raised to four years.

Many institutions have followed a practice similar to that of the Michigan normal schools and lengthened certain specialized curricula, such as those in art, music, home economics, physical education, commerce, and manual arts.

A change is also noticeable in the number of curricula offered. The general or "single-track" curriculum which all candidates pursued irrespective of the particular field of teaching service for which they desired to prepare has gradually given way in most institutions to two or more differentiated curricula. The curricula most commonly offered for prospective elementary-school teachers are: Kindergarten-primary grade, intermediate grade, upper or grammar grade (or a specialized curriculum for junior high school teachers), and rural school. The University of Minnesota typifies a few of the larger institutions in its addition during the last two years of specialized curricula for school superintendents, high-school principals, and elementary grade supervisors (and contemplates the addition of a curriculum for normal-school teachers. Occasionally an institution, such as the State normal school at Salem, Mass., reports the establishment of curricula for the preparation of teachers of deaf and of mentally retarded children. Through affiliation with schools especially receiving such children, ample opportunity is made for observation and practice teaching.

The introduction of differentiated curricula has necessitated guidance of students into those curricula for which they show special aptitudes and in which they are most likely to succeed. To counteract the tendency on the part of students to choose a curriculum due to some superficial notion concerning it, very often all students in an institution during the first semester take a common curriculum. Accordingly, an exceedingly large number of the teacher-preparing institutions have organized during the first semester "orientation" or "introduction to teaching" courses, by means of which students become acquainted with the general organization and administration of schools as well as with the different aspects and opportunities in the several fields of school service. Such courses usually provide frequent opportunities for students to observe the teaching of pupils in each of the grades in the different types of schools. They frequently

include discussions of the mental adjustments, such as in the control of their time, use of library, and methods of study which students must make to suit college conditions and to utilize the opportunities the institution affords them. The State normal school at Kutztown, Pa., maintains a "committee of the faculty to confer with the students after the choice of field has been made and to suggest changes when deemed desirable."

Curricula have undergone revision in general in the different normal schools throughout the country. State normal-school revision committees have been reported at work in the States of Connecticut, Louisiana, Massachusetts, New York, Oklahoma, Pennsylvania, and Virginia. The procedure followed in Connecticut serves as an illustration of the plan in one State of securing such a curriculum revision. As preliminary steps--

Those interested and concerned in teacher training in Connecticut--

1. Studied and evaluated the situation as of 1923.
2. Outlined the professional equipment necessary to successful teaching.
3. Prepared a new curriculum with this equipment in mind.
4. Wrote a new course of study in each subject provided for in this curriculum.
5. Agreed upon a type of organization and administration which would insure the effective carrying out of this curriculum.
6. Worked out desirable policies with regard to--
 - a. Qualifications of normal-school instructors.
 - b. Teaching load.
 - c. Admission of students.
 - d. Student load.
7. Outlined a plan for continued growth and improvement through--
 - a. Annual conference of the normal-school faculties, and
 - b. Monthly meetings of normal-school principals.

A "special agent" was appointed by the State board of education to serve under the direction of the State commissioner of education as coordinator of the revision activities. He prepared a detailed plan which provided for the following steps of procedure:

1. Launching the study.
2. Systematic direction, and follow-up of the various committees.
3. Bringing the work of the several committees to a completed state, in which it might be discussed and tentatively accepted by a board of review.
4. The consideration and approval of a tentative curriculum by the State board of education.
5. The trying out of this tentative curriculum in the four normal schools for the year 1924-25.
6. Revision after a year's trial.
7. Adoption of the revised curriculum.
8. Provision for constant revision and improvement from year to year.

In this study it was decided to utilize the services of all who were either directly responsible for or indirectly concerned with the preparation of teachers. To this end a board of review was organized consisting of the State commissioner of education, chairman; the special agent for normal schools,

the four normal-school principals, the State supervisor of secondary education, the State supervisor of elementary education, and the State supervisor of rural education.

The purpose of this board was to study the major objectives and the larger and more general problems relating to normal-school organization and administration, and to coordinate the work of the various committees. At the same time a series of normal-school teachers' committees was organized to study in detail the content of the several courses of study.

A general State conference for purposes of direction was held for all who were to participate in the study. Committees composed of one representative from each normal school were organized for each of the many normal-school interests, such as reading and literature, geography, arithmetic, art, observation and practice teaching, training for rural-school teaching, service, etc. The procedure of each committee provided for—

- a. A study of the status of its particular field in other normal schools in the country, using catalogues, printed literature, etc.
- b. A study of the needs of Connecticut public schools and an evaluation of the present courses of training in meeting these needs.
- c. Extensive reading in the field.
- d. The evolving of a new and improved course of study or plan of procedure.
- e. A final report from each committee to be submitted by the respective chairmen on or before April 1, 1924.

The six months' period following the New Haven conference was a period of intensive work for all concerned, the faculty committees meeting at least once and frequently twice each month. The special agent spent his entire time helping and guiding the special committees by means of circular letters, to committee chairmen, conferences of committee chairmen, meetings of the faculties of the four schools, and meetings with each of the many committees. An effort was made to keep closely in touch with committee activities, to check accomplishment in each, and to maintain the right spirit on the part of all.

With the normal-school faculties organized and assigned to their several problems, the board of review started its consideration of the broader and more general problems of normal-school education and a review of the committee reports. The first problem confronting this board was to outline what they considered to be the essential teaching equipment for effective teaching in the public schools of the State. * * * The board of review next turned its attention to present practice and attempted to answer the question as to whether or not present-day normal-school graduates were measuring up to these standards. In this connection an analysis was made of the courses of study offered in the four normal schools. * * *

By the use of 400 questionnaires sent to recent graduates of the four schools, suggestions were sought as to ways in which their normal-school preparation has been most effective and wherein it had failed to prepare the teacher to meet her daily tasks. Suggestions were solicited as to ways in which the normal schools could most effectively serve teachers in service.

The board of review next turned its attention to the following questions:

1. What subjects should a normal-school curriculum include, if teachers are to obtain that professional equipment which has been outlined?
2. What should be the relative and actual amount of time devoted to each subject?
3. What would be the most effective sequence of activities and subjects?

4. How can we weld these separate subjects into a definite two-year curriculum that with slight modification might be adopted in each of the four normal schools?

Finally, the detailed outlines of the professionalized subject-matter courses and the professional courses presented by the committees of normal-school instructors who made provision that the materials might be easily adapted to varying local conditions found in the different State normal schools were revised and accepted by the board of review. Experience with the courses indicates that they are steps in the right direction, but that as contemplated it will be necessary to revise them from time to time.

The procedure followed by the curricula revision committee of the normal schools of Pennsylvania illustrates the tendency gradually coming into favor of securing suggestions and counsel from many professional sources for guidance in building curricula. After securing information regarding current practices elsewhere, a committee held conferences with 14 different specialists available from the office of the State department of public instruction. Each of the subject-matter groups of normal-school teachers was asked to consider in conferences what they considered the minimum essentials in their subject desirable to include in the different teacher-preparing curricula. One member of the group was selected to present their point of view to the committee. In order to learn what subjects of the existing curricula were, in their judgment, worth retaining and what new courses might profitably be included in the curricula, questionnaires were sent to 50 graduates, distributed over the past five years, of each of the State normal schools. Each county and district superintendent in the State was requested to make such suggestions for improving the curricula as seemed desirable to him from his experience and intimate association with the graduates of the normal schools. Finally, specialists in the normal-school and teachers college field from outside the State were consulted. A job analysis study of the teachers' work was considered but had not materialized at the time the committee made its report. On the basis of the information secured through the cooperation of the different persons and groups of persons assisting in the work, the committee prepared the different curricula now operative in the State's normal schools. The principles underlying the construction of teacher-preparing curricula, as worked out by the committee, briefly stated follow:

1. Curricula for the preparation of teachers should be differentiated.
2. Each curriculum should be made up of concurrent and sequential courses so organized as to develop those controls which are necessary to successful teaching in a given field.
3. Subject to the principles of differentiation and the development of controls, each curriculum devised for the preparation of teachers should be as broadly humanizing as possible.

4. Provision should be made by the regimen of the school for developing and strengthening the personal and social equipment of the prospective teacher.

5. Each curriculum should be definitely organized, with the training school as its vitalizing core or center.

6. Each curriculum should be practically a prescribed curriculum.

7. The curricular offerings of a teacher-preparation institution should be fluid, as opposed to fixed.

The effect of the revisions of normal-school curricula has been to increase the time given to the professionalized subject-matter courses and to diminish the time given unspecialized courses in education, such as the history and philosophy of education, which are for the most part very general in nature. Caution is given lest such courses as principles of education, methods of teaching, educational psychology, and the like become so general as to be of little definite value to students enrolled in the courses. In fact, views expressed in some of the reports regarding transfer of training make it doubtful if a semester course in general methods, or even special methods, which includes a study of five or six combined subject-matter fields which all the students take in common, is not very wasteful of students' time. Consequently, the "how" to teach the different school subjects is imparted more and more in conjunction with the study of the subject, such as primary reading or intermediate arithmetic itself. This practice is one step toward the professionalization of subject-matter courses, which tendency, judged from the reports received, has become quite strong during recent years. The Cleveland School of Education reports that the large number of applicants for degrees from those in service is forcing them to reconsider the content of their courses to give them a distinctly professional trend.

Professionalized subject-matter courses as organized in some normal schools and teachers colleges, in addition to providing that the student and instructor shall think of learning from the point of view of teaching, also provide for rich scholarship by including "a broad expanse of marginal material beyond the actual needs of the elementary field into which the teacher goes." Outlines of such courses indicate that, in general, they aim to include—

1. A history of the development of the subject.
2. An historical development of the aims and practices in the teaching of the subject.
3. The literature of the subject.
4. An analysis of the learning process while mastering the subject matter.
5. An evaluation of textbooks in the subject.
6. Standardized tests in the subject.
7. Principles and practices in making courses of study in the subject.

* In developing its curricula on the basis of professional experiences, the State normal school at Milwaukee, Wis., follows the principle

that a curriculum should be arranged so as to lead its students through a series of professional experiences. Two guiding factors in selecting those experiences to be included are that those selected must be (1) of the highest possible value in preparing prospective teachers to meet school situations in their subsequent work as teachers and (2) those that can be motivated immediately.

Several institutions report that they are developing their curricula "on the basis of job analysis in terms of responsibilities that are constant for all teachers and in terms of those that are variable for special teachers."

Data are secured as a basis for a job analysis of a teacher's duties from such sources as professional literature, teachers' diaries, observers' reports, and memory lists by teachers. Investigations to date show a list of about 600 type activities performed by teachers. To learn the particular duties performed by any class of teachers, a sufficiently large number of teachers in that class are requested to check the duties they perform, the frequencies of which when tabulated indicate the duties performed by the class, together with their relative importance. Prof. W. W. Charters, of the University of Chicago, reports having completed such a procedure for rural-school teachers and high-school teachers.

Various attempts are reported to bring the different courses into closer relationship with each other in order that less loss in learning may result to students. The University of Minnesota has united the courses in special methods, observation, and practice teaching in the academic fields into "single nine-credit" courses. St. Olaf's College is working out "a system of cumulative courses in education, together with achievement units and cumulative examinations." It hopes thereby to correct the attitude so prevalent among college students that they may relegate to the past a course after having once passed the semester examination in it. Accordingly, successive college courses are being organized in so far as possible to include "persistent" values in preceding courses, and each examination involves the "control elements of all the previous courses in education."

Criticisms frequently made by superintendents employing normal-school and teacher-college graduates when requested to suggest wherein the institutions can improve their product indicate that, in their judgment, two outstanding needs are for (a) emphasis on cultural material more than is given in the present requirements and (b) cultivation of a social manner, fineness, and reserve such as is usually found among the graduates of women's colleges. On the other hand, a number of reports commenting chiefly on liberal arts and science colleges that offer teachers' curricula suggest that professional education courses are not receiving sufficient emphasis in comparison with the required "cultural" courses to give prospective

teachers an adequate professional education background. The professors of education in several institutions where students do not come under the direction of or enter the schools of education until their junior year express the opinion that much waste could be eliminated and their product considerably improved if pre-education courses were prescribed or if members of the school of education were made responsible for guidance in the selection of courses by prospective students during the first two years of liberal arts and science college work.

The tendency among the States to increase the professional qualifications necessary to meet certification requirements, as discussed in the section on educational qualifications, has in part been responsible for some of the changes in curricula made by normal schools and teachers' colleges. Instead of issuing general certificates entitling the holder to teach in any grade of the elementary or the high school, a few States specify certain courses in professional education which must be completed in teacher-preparing institutions by those desiring to teach in certain grades, such as the primary, the intermediate, the junior high school, or in certain special subjects such as music, industrial arts, physical education. Present tendencies are to grant certificates on professional training rather than on examination.

OBSERVATION AND PRACTICE TEACHING

A decided tendency is apparent for increased emphasis on the "laboratory" phase of the teacher-training program. The college of education of the University of Tennessee, which, beginning in September, 1926, offers 12 weeks of practice teaching in cooperation with the Knoxville city high schools, is representative of several institutions reporting such courses introduced for the first time. A number of States, such as Michigan and Ohio, require inclusion of such courses in teacher-preparing curricula in order that graduates may qualify for certificates to teach. Better facilities are not only provided (1) for the demonstration of teaching in the different grades of the elementary school and high school and (2) for actual participation in modern school work by the normal-school students, but the time given to the latter has also been increased in some institutions reporting. For example, beginning this year the State normal school at Kutztown, Pa., requires student teachers to "teach or observe during the entire day in the training schools for a period of nine weeks instead of teaching one or two periods per day for one semester or for a year." In the Rhode Island College of Education the general plan of observation and practice is as follows:

In the first half year one hour a week is given to an introductory course on the meaning of education. This is followed in the next three semesters with an hour a week devoted to observation in the grades and to conferences and the

preparation of plans and reports. In the fifth semester each student spends an hour a day in assigned grades following closely the development of selected subjects. Each student is given an opportunity to teach, and the groups assemble each day with the critic in charge or with the director of training. The work of the sixth semester is in the outside training schools, with occasional visits to the college of education. Here each student is given charge of a full room in the regular public schools, with an experienced critic at hand to give advice and encouragement when needed. Two hours a week during the fourth year will be spent in the development of some special problem in school work or in further experience in teaching an assigned subject.

The training system, therefore, becomes a great educational laboratory in which the student may become acquainted with good teaching and with high ideals and may have an abundant opportunity to prove his own skill through a full half year with his own pupils.

That the plan of practice teaching varies considerably in the different institutions is shown by comparing the preceding plan with that of other schools. The plan of the Southern Oregon Normal School is thus described:

Instead of giving practice teaching for half a day in one grade, we require our students to get practice teaching in the first, second, and third grades the first quarter, in the fourth, fifth, and sixth grades the second quarter, after which the teacher may have her choice of going on to the junior high school and getting her practice teaching in the three grades above the sixth or of choosing one of the grades from the first to sixth, inclusive, where she can get more intensive practice.

The Cleveland School of Education reports that—

During the training or practice-teaching period which is given in nine weeks of continuous attendance upon the training school during the third semester and again during the sixth semester of the course much attention is given to an analysis of difficulties of student teachers in their first year of teaching work. The results of this analysis are being transmitted to the theory courses for incorporation in the content of the curriculum.

The State normal school at Milwaukee, Wis., is not alone in believing that—

The training school should assume leadership of the schools it serves in progressive educational methods rather than in conforming to what the public schools expect. The campus training school is organized to apply the Dewey philosophy with emphasis on pupil initiative, creative activities, enriched and exceedingly flexible curricula, and attention to individual differences. As a result of this forward-looking objective, the campus training school has a long waiting list and is classed as one of the best elementary schools in the country. Students do practice teaching in this school under rather ideal conditions and also in a second training school which has to meet the demands of a large public-school system. Practice teaching is therefore better balanced than under most training-school conditions.

The State normal school at Slippery Rock, Pa., reports that its campus training school has been gradually developed into a demonstration school entirely and that practice teaching is done in outlying schools.

In order that demonstration classes shall be conducted under normal conditions as nearly as possible, a "critic-clinic" room is provided in the new building of the Rhode Island College of Education—so arranged that a demonstration class may be observed from a platform gallery, which has the effect of removing the observation group from so close contact with the class itself as to suggest a common criticism that demonstration classes are conducted in an artificial environment.

Institutions located in centers of small population frequently obviate the limitations on schools for practice-teaching purposes by the method described by the school of education of Pennsylvania State College:

Having outgrown the facilities of the local schools for practice purposes, we have just reconstructed our curriculum so as to permit the absence of members of the senior class for one-half the fall semester for practice teaching in a large school system remote from the college. This will involve the necessity of having the seniors absent from the college continuously for nine weeks, during which time they will complete the requirements in observation and practice teaching and will carry one intensive course in education. During the remaining nine weeks they will complete other intensive courses in education at the college. This work has been so adjusted as to affect the courses of only the school of education.

Such affiliation with outlying schools for practice-teaching purposes has become quite a common practice.

In order to make the work of the critic or supervising teachers in the affiliated schools more efficient than it would normally be, the University of Colorado during the past year held a seminar class of teachers in the high schools of Boulder. Through the seminar they plan to train the groups of teachers who later will have under their supervision not to exceed four student teachers. In the seminar definite units of work were planned in which the student teachers would be trained from week to week. They planned to pay these supervising teachers \$25 a year for each student teacher.

The following quotations from the rules and regulations governing student teaching to meet certification requirements by the department of education of the State of Ohio indicate in general the standards set in the more progressive States for such work. The course in observation and participation is—

prerequisite to student teaching and must not be counted as student teaching. In this course the student should observe and participate in the activities of the classroom and meet in conference with the demonstration teacher. It is recommended that not more than 15 students be assigned to one critic teacher at one hour. The critic teacher should conduct at least one hour of general conference each week with her students in connection with this course. The work will be greatly facilitated if a manual is used to guide students in their observation and participation. This work should be credited on the laboratory basis. The credit, therefore, should be three semester hours. This course is not intended to take the place of the frequent observations which should accompany special methods courses and other education courses.

In the two-year course for elementary teachers student teaching should be done in the sophomore year. In the course for high-school teachers it should be done in the senior year. The student who teaches in the high school should teach either the subject in which he is majoring or the subject in which he is minoring, or both of these, and should have had, or should be taking, the special methods course in the teaching of the subject or subjects which he is teaching. No credit shall be given for teaching experience, and no student shall be excused from these courses on account of experience.

At least two-fifths of the teaching in each elementary classroom shall be done by a regularly employed teacher, and at least two-fifths of the teaching in high schools shall be done by regularly employed teachers.

Critic teachers shall not be assigned to regular teaching themselves at any time when student teachers are practicing under their direction. It is expected that the critic teacher will be present in the classroom during the entire time that the student is teaching.

The standard qualifications and load of elementary critic teachers as set by the Ohio Board of Education are as follows:

- a. Every elementary critic teacher must have at least a bachelor's degree, with a major in elementary education. This standard will be raised as rapidly as possible to a master's degree with a major in elementary education.
- b. Experience: At least two years of elementary teaching experience.
- c. A maximum of eight student teachers to be assigned to one critic teacher daily. Not more than two student teachers shall be assigned to teach under a critic teacher during one hour.
- d. A critic teacher should have at least two hours a day free from her classroom and supervisory duties for the purpose of conducting conferences with student teachers, reading lesson plans, etc., except that if fewer than four student teachers are assigned to any critic teacher daily the number of hours to be kept free for conference may be proportionately reduced, and the teacher assigned to other teaching duties.
- e. Each critic teacher should conduct a personal conference with each student teacher one hour in length each week. Each critic teacher should also conduct a one-hour group conference with all of her student teachers each week.

The standards set for high-school critic teachers are:

- a. Every high-school critic teacher must have at least a master's degree, with major emphasis given to the subject which she teaches and to education.
- b. Experience: At least two years' experience in teaching the subject which she is employed to teach as a critic teacher.
- c. A maximum of four student teachers to be assigned to one critic teacher daily. Only one student teacher shall be assigned to teach under a critic teacher during one hour.
- d. A critic teacher should have at least two hours of the school day free from her classroom and supervisory duties for the purpose of conducting conferences with student teachers, reading lesson plans, etc., except that if fewer than four student teachers are assigned to any critic teacher daily the number of hours to be kept free for conference may be proportionately reduced and the teacher assigned to other teaching duties.
- e. Each critic teacher should conduct a personal conference with each student teacher one hour in length each week. Each critic teacher should also conduct a one-hour group conference with all of her student teachers each week.

FOLLOW-UP AND SCHOOL SERVICE ACTIVITIES

Teacher-preparing institutions no longer consider their obligations to either the State or the individual student as fully discharged at the time of his graduation. Within recent years they have made special provisions to keep in contact with their alumni in service. School publications, including news monthlies, which often contain discussions of new ideas and materials in education, are in many cases sent regularly to graduates. Various types of conferences for teachers are occasionally held at the normal schools. Correspondence and extension courses, including study centers, enrolling former students are frequently organized. Teacher-training institutions in Ohio are encouraged by the State department of education to—

prepare forms to send to superintendents on which they may submit their findings of teachers in service. If the reports from superintendents do not agree with the probable success ratings given the teachers by the critic teachers and directors of training schools, the cases should be carefully investigated. For ease of making comparisons it is suggested that the same blank be sent to superintendents for follow-up reports as are used by the critic teachers in making observations of practice teaching. Schools should arrange for some representative to visit teachers in their classroom work. This arrangement gives the training institution a much closer contact with its product than can be secured in any other way.

The department of public instruction of Pennsylvania reports that with the rapid growth of cooperative student-teaching arrangements between local school districts and the normal schools in that State—the demonstration schools on the campus offer a field for development. Such schools serve for observation classes, where difficulties in the technique of teaching are demonstrated. Opportunities for groups of teachers in the service areas of the normal schools to visit these demonstration schools are being gradually developed, and observations are made of present methods and practices used and tested.

Utilization of the services of the appointment or placement bureau by former students desiring to change positions is urged in many institutions. Various types of "home-coming" days have been inaugurated in different institutions as a feature of their follow-up work for beginning teachers. The State normal training school at Castleton, Vt., invites the students of the preceding year who are teaching to be its guests for two days in October. General discussions and individual conferences with the faculty members help to solve problems that have arisen in their teaching.

According to a recent study,¹⁸ 71 per cent of the State teacher-preparing institutions in the United States reported the technique most frequently used in "in-service" training as follows:

¹⁸ State Teachers College, Moorhead; Minn.; Bul. No. 4, series 19, January, 1924.

	Per cent of schools
Extension courses.....	29
Correspondence courses.....	15
Field workers.....	13
Irregular faculty visitation.....	12
Success reports.....	11
School bulletin or papers.....	7
Work of research bureau.....	5
Alumni secretary.....	5
Informal correspondence.....	4

Judging from the ranks assigned by 50 teacher-training experts to 18 items of teacher-training technique as of "in-service" training value to graduates, a shift in emphasis in the type of "in-service" contact with graduates may be expected. The relative importance of the different items are ranked as follows (the most important, is No. 1):

- Rank.
- 1.0 Supervision by full-time field workers.
 - 2.0 Regular visitation first year after graduation.
 - 3.5 Annual inspection by faculty members.
 - 3.5 Extension courses.
 - 5.5 Annual professional conference for all graduates.
 - 5.5 Surveys or investigations made by bureaus of research.
 - 7.0 Correspondence courses.
 - 8.0 Irregular visitation on request from the field.
 - 10.5 Activities of full-time alumni secretary.
 - 10.5 Success reports first year after graduation.
 - 10.5 Scientific activity analyses of teaching jobs.
 - 10.5 School bulletin or paper mailed to alumni.
 - 13.0 Placement bureau work.
 - 14.0 Appointment committee activities.
 - 15.0 Alumni list checked each year as to location and job.
 - 16.0 Inquiry among alumni about value of content and management of courses in the home school.

The services of the Eastern State Normal School, Madison, S. Dak., inaugurated in March, 1925, serve as an example of one of the fully developed "follow-up" plans in operation. As reported in "The Eastern Bulletin," October 15, 1926, the aim of the field service department—

is twofold, to help the girls adjust their training experiences to their own particular teaching jobs, and, secondly, to keep the faculty of the normal school in touch with the South Dakota field situation in order that the instruction and training that they give the students may be more practical. The plan for supervision in the field is carried out as follows: Each quarter the regular faculty supervisors of student practice are sent out for a week to the towns and counties where the graduates are teaching to visit them and to help them in their work. Only one supervisor is sent at a time, and while she is away from the normal school her classes are taken care of by the director of field service and the teachers in the training school. The aim is to send at least eight supervisors into the field each quarter, but the number sent is governed somewhat by

the amount of work to be done at the normal school and by the amount of money allowed for traveling expenses. The average number of visits made each graduate a year is two to those teaching in towns and one to those in rural districts.

The first duty of the supervisor on entering the city or town where the graduate is teaching is to confer with the superintendent. She then visits the graduate and observes her teaching for a half day or a day, according to the need of that student and the time at the disposal of the supervisor. She follows this visit with a helpful conference, giving the student advice and suggestions that will tend to help her out of any difficulty in regard to teaching technique or classroom management. Very often the supervisor takes the class for the student in order to show by example how to correct certain deficiencies in her teaching procedure. The aim in all of the visiting by the normal-school supervisor is to adapt the help given to the needs of the student. At the end of her visit the supervisor leaves with the student a list of suggestions which she has gathered that bear directly upon her teaching situation. She also leaves a duplicate copy of these suggestions with the superintendent. At the same time she sends a report regarding the needs of each graduate visited to the director of the field service at the normal school. As these suggestions of needs come in to the office they are tabulated and summarized and put in leaflet form, together with suggestions bearing upon each type of need. Copies of these leaflets are sent from the extension office to all beginning teachers.

When the supervisor returns to the normal school she makes a verbal report of each graduate that she has visited to the supervisor or critic teacher who had that particular student in charge during her practice-teaching period. Upon receiving this report each supervisor writes a letter of encouragement and help to her particular student. In addition to this type of follow-up work, the *News Letter*, a printed monthly bulletin of teaching ideas based on the South Dakota field, is sent free of charge to each graduate.

In the development of the field-service plan of the Eastern South Dakota State Normal School we see a very serious attempt to bridge the gap between the training of the students in the normal school proper and actual teaching in the field. In order to carry this work to its highest point of perfection it would be necessary to employ a much larger staff of field supervisors and to have much more money at the disposal of the field-service department. If this could be brought about, it would mean more visits to each graduate, which would in turn mean more real help in each actual teaching situation.

Although the object of a teacher-training institution in extending the training of its students over into a probationary period of actual teaching in the field is to help the students, in the end the institution itself is benefited. It is given a chance actually to test out its own methods, to see the degree to which they will function under actual classroom conditions, and to evaluate the service that it is giving to the community. As a result of these field observations the institution will be in a position to train its students so that when they enter the teaching profession they will discharge their duties with credit.

In addition to the "in-service" training aspects of their work among teachers in the field, the school service bureaus in many institutions assist teachers and school officials in organizing and administering educational and achievement test programs, school and community surveys, scholastic and athletic contests, and school and community activities such as parent-teacher associations, boys' clubs, mothers' clubs, and dramatic clubs.